

## Work Expectations

In **Art & Design**, our books will meet expectations through:

<b>WORK EXPECTATIONS</b>	
<b>CONSISTENT ACROSS ALL KEY STAGES UNLESS OTHERWISE SPECIFIED</b>	
<b>Presentation and Completion</b>	
1. Students have pride in their work and produce a large quantity of work to a very high standard.	<ul style="list-style-type: none"> <li>• Work is presented fully in response to project objectives and expectations</li> <li>• The best work demonstrates flair, imagination and creativity in response to independent enquiry and extension work</li> <li>• Artist/ Designer/ Craftspeople research and analysis is completed in full based on curriculum objectives</li> <li>• Project work analysis is evident through annotations as work progresses</li> </ul>
2. Work is effectively organised and provides students with a detailed set of completed materials which supports effective revision.	<ul style="list-style-type: none"> <li>• Project work is sequenced in sketchbooks and presentation display sheets outline clearly the development of given theme/ concept of study</li> <li>• Artist/ designer/ craftspeople research and analysis follows a clear structure of curriculum criteria</li> </ul>
3. Books are well organised and free from graffiti.	<ul style="list-style-type: none"> <li>• Sketchbook work and display sheets demonstrate clear sequencing of ideas and reflections according to project theme/concept</li> <li>• Sketchbook covers can be decorated sensitively to reflect the project theme/ student identity</li> </ul>
<b>Feedback and Marking</b>	
1. There is evidence of dialogue; students clearly respond to advice in their subsequent work.	<ul style="list-style-type: none"> <li>• At KS3 level, progress booklets are for students to respond to project objectives and reflect on work as it progresses</li> <li>• At KS4 and KS5 level, progress folders enable students to document and compile assessment sheets and tutorial material which evidence student/ teacher dialogue</li> </ul>
2. There are visible improvement to pupils' work as a result of teachers' feedback.	<ul style="list-style-type: none"> <li>• At KS3 level, acknowledgement of progress is documented in progress booklets and student response to project objectives/ self-reflections clearly linked to project assessments</li> <li>• At KS4 and KS5 level, progress folders enable students to document and compile assessment sheets and tutorial material which evidence student/ teacher dialogue</li> </ul>
3. The work is appropriately pitched to offer the right level of challenge.	<p><b>KS3 level</b> All pupils are set the same task objectives based on structured differentiated provisions which enables access to all:</p> <ul style="list-style-type: none"> <li>• Extension opportunities within project work for students to extend and personalise tasks</li> <li>• Homework extension menus enables stretch and challenge</li> </ul> <p><b>KS4 and KS5 level</b></p> <p><b>Y10:</b> All students are set the same task objectives based on structured differentiated provisions which enables access to all:</p> <ul style="list-style-type: none"> <li>• Extension opportunities within project work for students to extend and personalise tasks</li> <li>• Homework extension menus enables stretch and challenge</li> </ul> <p><b>Y11:</b> Students embark on an exam project based on seven themes/ topics of study published by the exam board. Students are required to select and respond to one theme/ topic. Wide ranging choice enables challenge. Pitch is guided by staff to ensure appropriate challenge.</p>

	<p><b>Y12:</b> A series of skills-based workshops are delivered to students aimed at directing specific expectation and at the same time enabling students to work independently to use critical thinking skills and make personal informed decisions on their own work as it develops. This work is a spring board for students to complete a personal investigation project accompanied by a 3000 words essay.</p> <p><b>Y13:</b> Students embark on an exam project based on five themes/ topics of study published by the exam board. Students are required to select and respond to one theme/ topic. Wide ranging choice enables challenge. Pitch is guided by staff to ensure appropriate challenge.</p>
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**Retrieval and Metacognition (Absence of written exams in Art & Design relieves the necessity for retrieval of 'specific' information)**

1. There is evidence of students using metacognition strategies to develop their learning.	<ul style="list-style-type: none"> <li>• At KS3 level, evidence of metacognition strategies can be seen in progress booklets</li> <li>• At KS4 and KS5 level, evidence of metacognition strategies can be seen in assessment and tutorial folders</li> </ul>
2. Pupils know how to improve their work and demonstrate this.	<ul style="list-style-type: none"> <li>• At KS3 level, acknowledgement of progress is documented in progress booklets and student response to project objectives/ self-reflections clearly linked to project assessments</li> <li>• At KS4 and KS5 level, progress folders enable students to document and compile assessment sheets and tutorial material which evidence student/ teacher dialogue</li> </ul>
3. There is consistent use of retrieval techniques to promote deep learning.	<ul style="list-style-type: none"> <li>• At KS3 level, acknowledgement of progress is documented in progress booklets and student response to project objectives/ self-reflections clearly linked to project assessments</li> <li>• At KS4 and KS5 level, progress folders enable students to document and compile assessment sheets and tutorial material which evidence student/ teacher dialogue</li> </ul>

**Literacy**

1. COPS literacy coding is used to correct errors. (Capitals, Organisation, Punctuation and Spelling)	<ul style="list-style-type: none"> <li>• Consistent codes used</li> <li>• Literacy focus on all extended pieces of work (could be pupils given time to review, staff marking, or reviewing)</li> </ul>
2. Pupils have the chance to draft and redraft their work with improvements.	<ul style="list-style-type: none"> <li>• Evidence of corrections</li> <li>• Redrafted/improved work</li> </ul>
3. Tier 3 subject specific vocabulary is correctly spelt and used.	<ul style="list-style-type: none"> <li>• Key vocabulary is outlined and defined in KS3 progress booklets and KS4 and 5 course handbooks</li> <li>• Corrections from teacher or pupils evident in progress booklets (could be pupils given time to review, staff marking, or reviewing)</li> </ul>